

Workshop Offerings

AP®

Art History	French Literature
Biology	German
Calculus AB	Human Geography
Calculus BC	Italian Language and Culture
Chemistry	Latin
Comparative Government and Politics	Music Theory
Computer Science A	Physics B
Computer Science B	Physics C
Economics: Micro	Psychology
Economics: Macro	Spanish Language
English Language and Composition	Spanish Literature
English Literature and Composition	Statistics
Environmental Science	Studio Art B
European History	Studio Art C
French Language	U.S. Government and Politics
	U.S. History
	World History

Advanced Placement Program®: Growing an AP Program: A Workshop for Administrators

This workshop provides an in-depth survey of effective ways to start and support an AP® program. Beginning with a review of the benefits of the Advanced Placement Program® for schools, this workshop explores ways that administrators can provide support for their AP teachers and students. In addition, this workshop helps administrators learn how to use data effectively to promote equitable growth and provides tools for assessing the strengths and weaknesses of existing AP programs, with an emphasis on areas of future growth. Finally, the workshop covers specific administrative topics, such as models for obtaining financial support from community organizations; effective school policies (grade weighting, setting expectations for exam-taking); and effective use of block schedules to offer AP courses.

Pre-AP®

Pre-AP: Topics for AP Vertical Teams® in Mathematics

This one-day workshop focuses on articulating a curriculum anchored in the skills, knowledge, and habits needed for AP mathematics courses. Teachers concentrate on what and how they teach, as well as how they communicate with each other. Teachers will learn the benefits and challenges of vertical teaming and gain an arsenal of activities to use with team members. Some of the section titles include: "What's in It for Me?" "The Least Expensive Cable," "Defining Our Terms," and "What Is the Common Thread?"

Pre-AP: Topics for AP Vertical Teams in English

Through a series of hands-on activities and group discussions in this one-day workshop, participants learn how an AP Vertical Team in English can be centered around and driven by content, such as strategies for fiction and nonfiction. They will understand the benefits of a streamlined and connected curriculum for both teachers and students. An overview of the AP

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English Literature and AP English Language Exams will be provided. Topics addressed include literary analysis, analytic strategies for nonfiction, and team decision making.

Pre-AP: Topics for AP Vertical Teams in Social Studies

Participants in this one-day workshop will see how an AP Vertical Team can be centered around and driven by content. At the completion of this session, they will understand the benefits of a streamlined and connected curriculum for both teachers and students. The workshop focuses on articulating a middle and high school curriculum anchored in the skills, knowledge, and habits of mind needed for AP social studies courses. Specific topics include the critical questions, creating effective essay questions, approaching the essay, and CORE structure.

Pre-AP: Topics for AP Vertical Teams in Studio Art

Participants in this one-day workshop will become familiar with the College Board's mission to provide access and equity to all students. Participants will learn strategies used by AP Studio Art Vertical Teams in developing curricula for 2-D, 3-D, and Drawing courses; learn the content and skills necessary for student success in AP Studio Art; and become familiar with the standards of a vertical curriculum and the role of Pre-AP® in helping to develop those standards. Topics addressed include making the case for an AP Vertical Team in Studio Art, depth and concentration, portfolios and portfolio evaluation, strategy development across grade levels, using sketchbooks and journals, and assessment.

Pre-AP: Topics for AP Vertical Teams in Music Theory

Because it teaches and reinforces music theory skills and concepts from one grade level to the next, a Vertical Team in music is an ideal way to prepare students for AP Music Theory. This one-day workshop shows how content can drive collaboration and communication among music teachers (not only music theory teachers, but classroom, band, choir, and orchestra teachers as well) to further music literacy in students and help them develop as musicians. Teachers will gain an understanding of the impact team building within music departments and the district has on the overall learning experience of the student when preparing for the AP Music Theory Exam. Specific subject topics addressed will include musical analysis and listening skills.

Pre-AP: Topics for AP Vertical Teams in Science

This one-day workshop is for teachers, counselors, and administrators interested in sequencing curricula and instruction to facilitate student preparedness for AP science courses and for college. Topics covered include density junctures, measuring devices, and national science standards. The workshop also addresses teaming activities such as sequencing, goal planning, and action plans. At the end of the workshop, participants will understand what a Vertical Team is and how to incorporate vertical sequencing into their curricula.

Pre-AP: Setting the Cornerstones™ of the AP Vertical Team

This one-day workshop is for organized AP Vertical Teams®. Participants will be provided with information about the College Board and the Advanced Placement Program, and will learn to engage teams in strategies for establishing coherence, commitment, collegiality, and collaboration among their members. The workshop addresses establishing, maintaining, and evaluating AP Vertical Teams.

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Pre-AP: Advanced Topics for AP Vertical Teams in English—Grammar

This one-day workshop draws from cognitive research on language acquisition and examines some of the best practices from traditional grammar instruction, linguistics, writing, and the whole language approach. Experienced English teachers understand that grammar cannot be isolated from other aspects of language arts instruction. They also know that there is no single correct approach to this complex subject. Specific topics include rules of usage, parts of speech, patterns of words, structure of sentences, and arrangement of sentences. Through activities, participants will examine the role grammar plays in promoting clear communication and close reading skills. When appropriate, discussions of rhetoric and style will be added.

Pre-AP: Advanced Topics for AP Vertical Teams in Social Studies—Developing Reading Habits

This one-day workshop gives social studies teachers new strategies to develop their students' ability to read critically. The workshop is based on the premise that a coherent, articulated program of effective strategies will improve student performance in essay writing by giving students a framework that allows them to develop their writing proficiency. Although individual teachers will benefit from the strategies presented here, the power of the strategies is best realized through an AP Vertical Team that spans both Pre-AP and AP level (grades 6–12) social studies classes. Topics addressed include reading research, questioning grids, main idea clusters, text charting, reading pods, and utilizing the AP Vertical Team to develop analytical and critical reading skills.

Pre-AP: Advanced Topics for AP Vertical Teams in Mathematics—Assessment

This one-day workshop teaches middle and high school math teachers techniques of assessment designed to support instruction for students as active learners and problem solvers. Educators increasingly recognize that the purpose of classroom assessment of student achievement is to help teachers make decisions about instruction. Assessments, reliability, validity, scoring guidelines, and performance appraisals are the key topics covered in this workshop.

Pre-AP: Topics for AP Vertical Teams in World Languages and Cultures

During the course of this one-day workshop, participants will learn about topics related to the creation of strong teams of language educators, within the same school setting and across grades, with the goal of growing effective, advanced programs of language study. Curriculum articulation, the ACTFL Standards, and shared reflective practice will be discussed. Participants will also consider skills articulation across grade levels, and how to build students' fluency for long-term retention and success. This workshop will be presented in English with examples in English.

Pre-AP: Coaching and Sustaining Successful AP Vertical Teams (Spring 2006)

Coming Soon! Too new for a description. Please check back at a later date.

Strategies

Interdisciplinary

Pre-AP: Interdisciplinary Strategies for English and Social Studies

This two-day workshop shows English and social studies teachers how to encourage students across grades and at all ability levels to engage in active questioning, analysis, and the construction and communication of arguments—skills that are fundamental to advanced work in both subject areas. Participants will discuss strategies that direct students to ask questions and draw inferences, the SOAPSTone technique for critical reading and analytical writing, levels of questioning, dialectical notebooks/journals, the Yes–But strategy for analyzing an argument, synthesizing perspectives from different points of view, and construction of good written and verbal arguments.

Pre-AP: Interdisciplinary Strategies—Argumentation and the Writing Process

This one-day workshop is designed to help social studies, English, and humanities teachers address a task challenging to many middle and high school students: that of developing a logical and effective argument. This workshop presents strategies for middle and high school teachers that enable students to discover and work with the elements of argumentation. Topics addressed in the workshop include using texts to analyze and construct arguments and assessing written performance.

Mathematics

Pre-AP: Strategies in Mathematics—Helping Students Learn Mathematics Through Problem Solving

This two-day workshop provides strategies for designing and using meaningful investigations, writing dynamic problems, and enhancing current classroom activities so that students will develop deeper understanding and produce more thoughtful responses. Teachers will gain an understanding of how successful students learn and how to develop those skills in others, as well as how to build relevant, informative assessments that allow teachers to monitor and foster mathematical thinking without interrupting instruction. The general themes of this workshop include designing multiple-access problems, developing mathematical literacy, and improving mathematical communication.

Pre-AP: Strategies in Mathematics—Rate

This one-day workshop emphasizes the grade-level-appropriate content, classroom strategies, diagnostic assessment practices, and technology that foster student understanding of rate. Teachers learn highly effective activities to use in the classroom. The focus is on illustrating how content, pedagogy, and embedded assessment can help shape the mathematics curriculum into a seamless strand for students. Specific topics include absolute and relative growth, instantaneous rate, and rate of change.

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Pre-AP: Strategies in Mathematics—Analyzing and Describing Data

This one-day workshop enriches the data analysis topics taught in the middle and secondary grades by providing examples of activities where students collect data, use graphs and numerical summaries to get information from data, and communicate that information. By assuming the role of the student and through discussion, participants will learn engaging strategies to discuss data collection and experimental design issues as they work through exercises and share observations and conclusions. Please note that science educators will also find this workshop beneficial.

Pre-AP: Strategies in Mathematics—Accumulation

In this one-day workshop, teachers examine a seamless development of accumulation concepts for grades 6–12 through grade-level-appropriate content, classroom strategies, and technology usage. Teachers experience and comprehend a guided-exploration approach that they can use in the classroom to build knowledge and further understanding for each student. Teams develop problems, instructional activities, assessment items, and cross-grade lessons for classroom use. Participants learn embedded diagnostic and formative assessment strategies that can be used to develop students' communication skills and allow teachers to monitor and foster mathematical thinking. Specific topics include the concept of area; accumulating distance when speed is constant, changes, or is a function; velocity distinct from speed; and the big picture of accumulation.

Pre-AP: Strategies in Mathematics—Functions

This one-day workshop allows teachers to develop a deep content knowledge of functions for teachers and discusses grade-level-appropriate content and classroom strategies, including using technology to promote understanding. Teachers will acquire skills that promote methodical thinking and clear communication of thought processes by all of their students. This workshop illustrates a guided-exploration approach as a pedagogical model that emphasizes student thinking as the key to learning and communication as the key to assessing understanding. Specific topics include linear, quadratic, and nonlinear functions.

Pre-AP: Strategies in Mathematics—Chance, Variation, and Probability

This one-day workshop uses recent research on the learning of probability to engage teachers in classroom activities that enable students to analyze and understand chance events. The activities progress through elementary definitions and concepts of probability, culminating in the use of simulation to model probability problems. Participants gain significant knowledge about finding and correcting student misinterpretations about these events, and discover ways to improve student understanding through reflection and communication. Teachers learn to develop activities for the classroom that help connect the content to events relevant to students and their lives. Specific topics include classical probability; law of large numbers; and probability rules, distributions, and conditions.

Pre-AP: Strategies in Mathematics—Developing Algebraic Thinking

This one-day workshop is for mathematics teachers in grades 6–10. It provides teachers with hands-on activities and techniques to help students develop algebraic reasoning. A key feature of this workshop is the use of graphing calculators to help students visualize and explore algebra from graphic, numerical, and analytical perspectives as well as from traditional

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symbolic representations. Objectives for participants in this workshop include learning to develop techniques by using inquiry learning in teaching algebraic thinking, using patterns to find relationships, using tables in investigating relationships, and describing patterns using both recursive and closed relationships.

Science

Pre-AP: Strategies in Science—Creating a Learner-Centered Classroom

This two-day workshop is designed to assist science teachers in creating a facilitative classroom that focuses on inquiry; encourages higher levels of thinking for all students; and orchestrates discourse through speaking, writing, and graphic representation. Specific strategies addressed include inquiry-based learning, discussion and discourse techniques, a five-stage instructional model, inductive thinking, discrepant events, brainstorming, assignment of roles in collaborative groups, and graphic organizers. The workshop provides strategies for designing and using meaningful investigations, writing dynamic problems, and enhancing current classroom activities so that students will develop a deeper understanding and produce more thoughtful responses. Teachers will gain a clear understanding of how successful students learn and how to develop those skills in others, as well as how to build relevant, informative assessments that allow teachers to monitor and foster scientific thinking without interrupting instruction. Workshop topics include engagement, exploration, explanation, elaboration, and evaluation.

Pre-AP: Strategies in Science—Energy Systems

This one-day workshop was developed for high school science teachers interested in designing integrated, theme-based instruction to prepare students for AP science courses. The activities and discussions in this workshop are designed to help teachers identify concepts in energy that extend across all science subjects. At the end of the workshop, participants will understand how to identify energy concepts in biology, earth science, chemistry, and physics and how to make curriculum decisions to increase student achievement and better prepare students for AP science courses. Topics addressed include kinetic versus potential energy, heat versus temperature, bonding, and energy transformations in living systems.

Pre-AP: Strategies in Science—Inquiry-Based Laboratories for Middle Schools

This one-day workshop introduces middle school science teachers to inquiry-based laboratory instruction. Through activities and discussions, participants will learn to use inquiry-based laboratories to teach science processing, critical thinking, and problem-solving skills to students and prepare them for the rigorous course work in high school and college. Topics addressed include laboratory roles, traditional versus inquiry-based laboratory activities, using inquiry-based labs to teach critical thinking skills, and assessing inquiry-based laboratory activities.

English

Pre-AP: Strategies in English—Writing Tactics Using SOAPSTone

The focus of this one-day workshop is on classroom tactics that help students to analyze good writing and to apply this knowledge when creating their own texts. In this one-day workshop, both middle and high school teachers will learn activities that can benefit their students. Participants will discuss and understand the concepts underlying these activities, such as the writing process, narrative, the persuasive essay, analytical writing, and assessing student writing.

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Pre-AP: Strategies in English—The Five-S Strategy for Passage Analysis

This one-day workshop introduces strategies that will enable teachers and students to become more systematic in the literary analysis that precedes the writing of analytical compositions. Teachers learn a loose and adaptable approach that students can reliably use (especially under time constraints) to analyze a passage—whether poetry or prose—by focusing on the speaker, situation, key sentences, shifts, and syntax.

Pre-AP: Strategies in English—Beyond Acronyms: Inquiry-Based Close Reading

This one-day workshop is designed to help middle and early high school teachers facilitate inquiry-based practices through close reading in their classrooms. Questioning strategies are used to promote critical thinking, starting at the introductory level. The workshop teaches participants classroom strategies that allow students to ask and generate questions, develop the ability to actively engage with any text, and analyze and document their own thinking while reading. Topics addressed include close reading questioning, critical thinking question stems, dialectical journaling, analytical writing, and holistic assessment.

Pre-AP: Strategies in English—Rhetoric

This one-day workshop is designed to help teachers understand the classical art of rhetoric in its two senses: language as crafted for an audience; and the ability to find, evaluate, and use all of the available tools of language to achieve a purpose or an effect in a given situation. Participants will learn effective techniques by engaging in activities that will enable them to teach their students important rhetorical theory principles—such as the importance of the unstated assumption in both the creation and analysis of arguments, the nature of arrangement, and relation of style to form—that underlie the effectiveness of excellent writers and support the clear thinking and sound judgment of successful readers.

Pre-AP: Strategies in English—Reading to Write

This three-day workshop is designed to encourage and support teachers as they reflect on strategies that they can use in the English language arts classroom to create and foster a learning-centered environment. The goals for participants in this workshop are to identify, practice, and reflect on key reading and writing strategies that can be immediately incorporated in the classroom; to recognize and apply the attributes of a “learning-centered” classroom; and to engage in collaborative dialogues with other language arts teachers through online technology and “cognitive coaching” sessions. Topics addressed include lesson planning and cognitive coaching. This is a three-day event: two days face-to-face and one day online.

Pre-AP: Strategies in English: Teaching Elements of Comedy

This one-day workshop is designed to help middle and high school English teachers build a repertoire of strategies for responding to comic writing. Working with examples that illustrate recurring features of structure, language, and reasoning that are the foundation for studying comedy of any period, we will build a working vocabulary for describing the genre’s patterns, conventions, and effects. The workshop will investigate both the elements of comedy—sight, sound, structure, situation, plot, and character types—and its special modes—farce, parody, satire, and irony. Most important, we will explore techniques teachers can use to encourage students to be analytical about a mode that works because it is quirky.

Pre-AP: Strategies in English—Differentiated Instruction for Middle School Language Arts

The focus of this one-day workshop is differentiated classroom strategies that allow all students access to high-level language arts content. Although the activities can be modified for high school students, the content is more appropriate for a middle school audience. High school teachers who are part of an AP English Vertical Team benefit from this workshop by modifying the strategies for their students. Administrators might be interested in the strategies as they can be applied to all disciplines. At the end of the workshop, participants will be able to apply differentiated instruction strategies to product, process, and content in their language arts curriculum; understand why it is important to build a strong relationship with students; understand the need to assess students continually; understand how to present all students with equally challenging curriculum; and empower students to take charge of their own learning.

Social Studies

Pre-AP: Strategies in Social Studies—Writing Tactics Using SOAPStone

This one-day workshop is designed to help middle and early high school social studies teachers address some of the problems students encounter in their writing. When teachers from all grade levels work together to introduce and reinforce critical reading and analytical writing strategies such as SOAPStone, students are more likely to acquire the habits of mind and skills of sophisticated writers. Workshop topics include the writing process, narrative, the persuasive essay, and analytical writing.

Pre-AP: Strategies in Social Studies—Using Visual and Graphic Materials in Middle School Classrooms to Promote Thinking and Writing Skills (Spring 2006)

This one-day workshop will present middle school teachers with strategies for analyzing and synthesizing nontext sources in middle school history and geography classrooms. The participants will examine models of questioning for works of art, cartoons, quantitative data such as charts or graphs, and photographs. Once these models have been presented, participants will use them to construct thesis statements and written passages about issues affecting middle school social studies courses, with the aim of promoting student skills of source analysis, evaluation, and synthesis.

Spanish

Pre-AP: Strategies in Spanish—Developing Language Skills

The goal of this one-day workshop is to enable teachers to prepare students for the AP Spanish Language course by fostering development of language skills. The workshop motivates and inspires Spanish teachers to reevaluate their school's foreign language curriculum and familiarize themselves with the basic principles of reading assessments, essay writing, brainstorming, vocabulary building, sentence structure, listening, reading, and speaking. Assessment instruments are also discussed.

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Pre-AP: Strategies in Spanish—Literary Analysis

The goal of this one-day workshop is to enable teachers to help students develop the reading skills necessary for the AP Spanish Literature course. The focus is on reading comprehension of Spanish text passages. Prereading, reading, and postreading skills are emphasized. Assessment is also discussed.

Pre-AP: Strategies in Spanish—Writing Skills

With the completion of this one-day workshop, participants will gain a better understanding of how to design writing instruction that enhances students' preparedness for AP Spanish Language courses. Topics addressed include writing processes, essays, and assessing writing.

World Languages

Pre-AP: Strategies in World Languages and Cultures—Building Proficiency

The goal of this one-day workshop is to present world language teaching and learning strategies, grounded in the ACTFL Standards, that build beginning and intermediate students' proficiency in the target language. By examining the best ways to achieve acquisition of a new language, target language production, and retention of acquired skills, participants will learn how to prepare their students for more advanced language study. The workshop will focus on communicative and cultural skills integration, designing activities for a variety of learning styles, and building success for new second language learners. This workshop will be presented in English with examples in English.

Administrators

Organizing Your AP Exam Administration: A Workshop for AP Coordinators

This half-day workshop provides training for new and experienced AP Coordinators related to all aspects of the AP Exam administration. The workshop gives the participants a comprehensive understanding of topics, including ordering AP Exams, conducting a preadministration session, training proctors, setting up off-site testing, administering exams to students with disabilities, administering exams that require audio or video equipment, exam security, handling irregularities and disruptions, late testing, and calculating your school's invoice online.

Growing an AP Program: A Workshop for Administrators

This one-day workshop provides an in-depth survey of effective ways to start and support an AP program. Beginning with a review of the benefits of AP for schools, this workshop explores ways that administrators can provide support for their AP teachers and students. In addition, this workshop helps administrators learn how to use data effectively to promote equitable growth and provides tools for assessing strengths and weaknesses of existing AP programs, with an emphasis on areas of future growth. Finally, the workshop covers specific administrative topics, such as models for obtaining financial support from community organizations; effective school policies (grade weighting, setting expectations for exam taking); and effective use of block schedules in offering AP courses.

Instructional Leadership

Instructional Leadership workshops provide teachers, counselors, district office administrators, and campus administrators with strategies that help integrate professional development into a systemwide process for improving instructional practices and student learning. Specific topics include creating AP Vertical Teams to develop a school culture that improves the teacher's capacity to provide quality instruction in the school and the district; supporting existing practices and creating new settings where learning can occur; providing structure to support systems that transform information into knowledge; and implementing policies to provide academically challenging instruction for all students.

Pre-AP: Instructional Leadership Strategies Through AP Vertical Teams

This one-day workshop is designed for secondary instructional leaders: school board members, superintendents, principals, central office staff, and counselors. Participants learn how Pre-AP professional development, specifically AP Vertical Teams, can be used to create a system that challenges all students to perform at rigorous academic levels. Participants will be able to include Pre-AP professional development and AP Vertical Teams in school development plans; organize and develop support systems for AP Vertical Teams; and evaluate the impact of AP Vertical Teams on school improvement.

Pre-AP: Instructional Leadership Strategies—Using Data to Improve Student Preparation for an Advanced Placement Program

This one-day workshop is designed for administrators, counselors, and teachers interested in collecting, organizing, analyzing, and using data for continuing school improvement and creating access to AP courses for all students. At the end of the workshop, participants will understand how to use data effectively to make placement and curricular decisions. Topics addressed include destroying achievement myths, using data to close achievement gaps, disaggregating data, and assessing policies and practices.

Pre-AP: Instructional Leadership Strategies—Promoting Excellence and Equity in Advanced Placement Program Courses

This one-day workshop is designed for administrators, counselors, and teachers interested in examining issues related to the development of instructional programs that reflect excellence and equity. The activities and discussions in this workshop are designed to help participants identify excellence and equity concepts that apply to all subject areas and further prepare students for AP courses. At the end of the workshop, participants will understand how to create high-achievement classrooms accessible to all students and how to make curricular decisions to increase student achievement and access to AP courses.

Pre-AP: Instructional Leadership Strategies—Inclusion of Special Needs Students in Curricula that Lead to College (Spring 2006)

This one-day workshop is for middle school and high school administrators who have building-level or districtwide responsibilities for curriculum and instruction. At the end of the workshop, participants will have the knowledge and skills to plan, implement, and evaluate their school's

or district's inclusion of students with special needs in courses that lead to college. Participants will explore how their beliefs impact inclusion of students and student performance; develop a working definition of inclusion; define who are students with special needs; have an understanding of the interconnectedness of legislation, inclusion, and student performance; learn how to use quality indicators in planning, implementing, and evaluating inclusion programs; have a clearer understanding of test accommodations; and develop a model for schools to meet College Board documentation guidelines (SAT®, PSAT/NMSQT®, and AP).

Counselors

CollegeEd®

This half-day workshop provides teachers, school counselors, district representatives, and school administrators with the opportunity to understand the many benefits of CollegeEd® (3rd edition), as well as the varying teaching methodologies, delivery models, and strategies. By exploring the *Teacher's Guide* and the *Family Handbook*, participants are able to appreciate the innovative lessons in the six-unit program, which explores careers, academic planning, and applying and paying for college. Participants discuss the best teaching strategies, assessment rubrics, and lesson preparations to meet their students' needs and their schools' criteria. During the workshop, participants also begin to review the ASCA standards and NCLB strategies and goals aligned with the program and compare them to those at their school or district.

MyRoad™

MyRoad™ (MyRoad.com) is a Web-based guidance program designed to take into account the personal and individual nature of the major, college, and career planning process. This half-day workshop is designed to provide school counselors, career counselors, and guidance administrators with training in the use of MyRoad's in-depth college and career planning features for students and MyRoad's unique student management tools for counselors. Participants will build expertise in the use of this online program through hands-on training and case studies that utilize MyRoad to achieve specific guidance standards and goals.

Technology Workshop for Counselors (Spring 2006)

This workshop is a half-day experience for school counselors that will provide them with technology skills to be used with their school community. Using collegeboard.com and myroad.com as examples, counselors will learn and familiarize themselves with various features of Internet usage so that they can help their students use the Internet for career and college decision making. Other elements that will be taught in the workshop include an integration of Microsoft® Office with the above-mentioned Internet sites to produce newsletters and presentations for students and parents. For example, the PowerPoint presentation that the College Board provides for PSAT/NMSQT and/or SAT preparation will be used to learn functions of PowerPoint, and news from collegeboard.com will be included in either a presentation or a student/parent newsletter.

NOSCA: Issues in School Counseling

This one-day workshop uses case studies to help participants improve their knowledge and understanding of the ethics of equitable programs, malpractice in academic advising, legal requirements governing educational records, the legal and ethical practice of writing letters of recommendation, the impact of dual relationships, the responsibilities of professional distance, the complications of confidentiality, and minors' rights to privacy.

NOSCA: Use of Data As a Tool for Systematic Change for School Counselors

This one-day workshop is for practicing school counselors. Participants will learn how to access, analyze, disaggregate, crosstabulate, and chart longitudinal data directly linked to student achievement through the use of data sources such as national databases; state, district, and school report cards; and outside sources such as College Board reports. Additionally, participants will learn how to assess their current programs and services to begin the process of developing a data-driven school counseling program.

PSAT/NMSQT®

PSAT/NMSQT Connections: Using PSAT/NMSQT Reports to Improve Learning

This half-day workshop for teachers of math and English, curriculum coordinators, guidance counselors, and administrators in grades 9–11 provides educators with hands-on training in the use of standard and optional reports that are based on annual PSAT/NMSQT results. These reports include the following: Score Report *Plus*, Summary Reports, Summary of Answers and Skills (SOAS), AP Potential™, and comprehensive student data on disk. At the end of the workshop, educators will be able to use the valuable data that comes out of the PSAT/NMSQT program to shape instructional goals in the classroom; understand how to interpret data effectively to spot disparities between their schools/students and state, national, and comparable groups; and identify curricular and academic strengths and weaknesses.

SAT®

SAT Readiness Program™

The foundation of a student's college preparation is a rigorous curriculum of English, mathematics, science, history, and other academic subjects. Students should read extensively and develop good writing skills. SAT Readiness Program™ workshops teach educators how to promote and reinforce these skills to prepare all students for the SAT and college success.

Writing Workshop

This one-day workshop provides secondary school English teachers with models and lesson plans focused on strengthening their students' argumentative writing skills. Teachers will gain an understanding of the elements necessary to help students write successful argumentative essays, including those found on the new SAT.

Writing Preparation for ESL/ELL Students

This one-day workshop uses models and hands-on experience to provide teachers of ESL/ELL students with an in-depth understanding of facilitating lessons that prepare students for the writing section of the SAT.

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Holistic Scoring Workshop

This one-day workshop provides teachers with an understanding of and practice in holistic scoring and the SAT scoring guide. In addition, teachers receive activities and lessons to take back to their classrooms.

School-Based SAT Preparation Workshop—English

This one-day workshop provides teachers with an understanding of the tools and materials teachers need to design school-based SAT sessions that reinforce academic skills while preparing students for the SAT and the demands of college-level work.

School-Based SAT Preparation Workshop—Mathematics

This one-day workshop provides teachers with an understanding of the tools and materials teachers need to design school-based SAT sessions that reinforce academic skills while preparing students for the SAT and the demands of college-level work.

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